

Methods of Teaching the Russian Language as a Pedagogical Science

Karimova Sohiba

Teacher of Russian language at the Department of methods of teaching languages

Abstract

By studying the Russian language, children master its grammar, which formulates the basic laws and describes the structure of the language. A materialistic worldview is formed on the basis of strict scientific knowledge. Using speech in oral and written forms, schoolchildren become aware of the social functions of language in practice. The dialectical thinking of students develops in the educational process. An important means of education in Russian language lessons is appropriately selected didactic material. Creative speech exercises (stories and essays) have enormous educational potential.

Keywords: Methodology, Didactics, Methodology of teaching the Russian language, subject, language formation.

Methodology is an independent science. It belongs to the pedagogical sciences. Particularly closely related to didactics. As you know, didactics examines the general problems of learning theory: the goals and objectives of learning, means, methods, forms, techniques, modern educational technologies, etc. Didactics is a general theory of learning. The methodology is a particular theory of teaching, a theory of teaching a specific subject (Russian language, mathematics, etc.). All problems of didactics in the methodology, for example, of the Russian language are considered in relation to teaching the Russian language.

Methods of teaching the Russian language is a pedagogical science that studies the goals of teaching schoolchildren the Russian language and the formation of their language and speech skills and abilities.

Methods of teaching Russian language:

1. studies the processes of teaching Russian to schoolchildren;
2. relies on pedagogy, psychology, linguistics and other sciences related to language;
3. provides a system of language teaching that corresponds to the modern theory of linguistics about the essence of language and its social functions.

The process of teaching the Russian language includes:

1. training content
2. the teacher's activities in selecting and presenting material, in organizing the educational work of schoolchildren, in their development, and in identifying their knowledge and skills.
3. Students' activities in acquiring knowledge, their creative work in applying knowledge.

Objectives of the methodology:

- 1) determining the goals and objectives of teaching Russian as a native language;

- 2) determining the content of training: the minimum required knowledge and skills in the language, criteria for their identification and assessment, drawing up curriculum, educational complexes (textbooks + additional manuals for teachers and students);
- 3) development of teaching methods and techniques, determination of the types and structure of lessons;
- 4) determination of evaluation criteria and control methods.

The object of study of Russian language methodology is the process of teaching the Russian language, methodological conditions for the effective organization of educational activities of students.

The general goals of the Russian language methodology - the formation of linguistic, linguistic and communicative competencies of students - involve the implementation of specific learning goals, theoretical and practical:

1. The theoretical goal is related to the development of scientific theory: the creation of linguistic, psychological-pedagogical and scientific-methodological foundations for teaching the Russian language; determination of methodological conditions for the implementation of educational, developmental and educational goals of teaching the Russian language; establishing a system of own methodological concepts; identifying patterns of speech acquisition and the formation of mental operations; justification of principles, methods and techniques of teaching; development of Russian language teaching content; selection and testing of basic and additional forms of training and education of schoolchildren; providing the school with teaching aids, etc.
2. The practical goal involves the implementation of general subject goals in the process of teaching the basics of the science of language at school (formation of the personality of students through the educational subject "Russian language": mental, labor, aesthetic, moral education, etc.), and special goals that make up "its cognitive and practical orientation" (formation of a linguistic worldview, verbal and logical memory, knowledge about language as a system of interconnected units and interpenetrating levels; formation of general didactic and special skills, etc.).

The methodology of the Russian language has not only its own subject, its own content, but also its own methods of understanding the laws of teaching the Russian language.

These include:

- a) observation method. The observation method involves targeted observation of students' work in the Russian language in the classroom, in extracurricular activities at school, at home, as well as recording and analysis of students' activities.
- b) study, analysis and generalization of experience (both individual teachers and collective). It is the experience of the school and practice that can serve as a reliable criterion for checking the correctness of the conclusions made by the theoretical methodology;
- c) the method of individual conversations with students;
- d) questionnaire method;
- e) experiment;
- f) study of the methodological heritage (history of the development of Russian language methods).

The methodology of the Russian language as a science goes back several hundred years of its existence, if we take as the beginning of its emergence the fact of the publication in 1844 of the famous major work by F.I. Buslaev "On Teaching the Russian Language." For the first time in the history of Russian methodological thought and the Russian school, it summarized the previous experience of teaching the Russian language, the personal experience of an outstanding scientist and methodologist, and also set out the ideas and principles on the basis of which,

according to F.I. Buslaev, the teaching of Russian should be based language. This work, progressive in nature for that time, has not lost its significance today.

However, speaking about the value and necessity for us to study the works of methodologists of the past, we must remember that the modern methodology of the Russian language differs in many ways from the methodology of the 20th century.

In addition, there are still many problems in the Russian language methodology that are not entirely clear and not fully resolved. Its further development will be accompanied by their consistent solution.

The methodology of the Russian language is, first of all, based on linguistics, pedagogy, and psychology.

The content and nature of the Russian language material studied at school is generally determined, first of all, by the science of language, linguistics. That is why the methodology of teaching the Russian language at school can neither exist nor develop, regardless of linguistics, to linguistic science in its modern state. The science of language considers language as a social, historically developing phenomenon, as a means of communication and a weapon of struggle, as a certain system, the main components of which are sound, word, phrase, sentence, a system implemented in various ways of external expression in the form of oral and written speech.

- In school conditions, and above all in programs and textbooks, this content is concretized in the form of an elementary description of the sound system, grammatical structure, grammatical, lexical and spelling norms of the modern Russian language.
- The science of language offers certain language material for studying in school. So, for example, it is precisely the science of language that requires that there should be no confusion between the concepts of sound and letter. In order to distinguish between hard and soft consonants, so that the etymological and morphological compositions of a word are not mixed, the phenomenon of transition of parts of speech and changes occurring in the lexical composition of the language and associated changes in the way of using other words and entire lexical layers in live speech are taken into account.
- The history of the Russian language, its historical grammar and historical lexicology provide the teacher with material for explaining the factors of the modern Russian language.
- Both school and scientific grammar must be united in their methodological foundations.
- The methodology of teaching the Russian language as a science operates on the following fundamental concepts:
 - speech environment, developing the potential of the speech environment;
 - patterns and principles of native speech acquisition;
 - methodological training system.

The speech environment is the speech that a child hears in natural conditions (at home, on the street, at school, on the radio, etc.). The quality of this speech is related to the developmental potential of the speech environment. The developmental potential of the speech environment is considered optimal if the child hears speech in accordance with the norms of the Russian literary language. Therefore, the speech environment surrounding him must have certain developmental capabilities, determined by the richness of the speech that the child hears and the degree of his activity in the process of learning speech.

The methodological principles of teaching the Russian language, determined by the laws of mastering native speech, were developed by L.P.Fedorenko in the 60s of the 20th century.

A pattern is an objectively existing dependence of the results of speech acquisition on the degree of development of the child's Speech creative system. Development refers to both the process of

personality formation and its ability to improve the intellect, emotional sphere, memory, and speech.

Principles are the starting points that allow one to foresee the outcome of learning and on which the teacher relies in the process of practical work.

The acquisition of native speech depends on the degree of development of the speech apparatus, as well as on the learner's ability to:

- understand the lexical and grammatical meanings of language units;
- perceive expressive means of language;
- remember the norms for using linguistic units in speech;
- compare oral speech with written speech in the learning process;
- improve your speech creative system.

The following principles are based on the listed patterns:

- The principle of attention to the matter of language (its basis is the training of the speech and mental apparatus) dictates the need to select teaching aids that contribute to the acquisition of speech, provide "sound and visual clarity, optimal training of the speech organs" (work on diction, voice strength, intonation, correct placement of stress in a word, etc.).

To train children's speech apparatus, texts should be selected that will help them develop good diction. You can use, for example, tongue twisters: 1. Don't chop wood on the grass in your yard. 2. Sasha walked along the highway and sucked on a dryer. This could also be poetry (here it would be good to draw children's attention to sound writing as an expressive means of phonetics):

There is shuffling and muttering in the carriage
And they ask noisily to go to the hut.
Shakes the chess slightly,
And I write quietly. (E.Yevtushenko)

Clear diction is the main, but not the only pronunciation skill that should be developed in schoolchildren, especially since most of them no longer need special exercises for these purposes.

Another skill without which speech is impossible is the ability to hear the stress in a word. This skill can be developed by introducing specially selected words - homographs. The lexical meaning of homographs depends only on the stress: locks - locks, circles - circles, arrows - arrows, etc. It is also advisable for students to be informed that in poetic speech, thanks to the alternation of stressed and unstressed syllables, a special rhythmic pattern is created that distinguishes prose poems:

Oh, spring, without end and without edge,
An endless and endless dream.
I recognize you, life, I accept you
And I greet you with the ringing of the shield. (A. Blok)

An integral part of spoken speech is intonation. The most important elements of intonation are the strength of the voice, pitch, timbre of the voice, and logical stress.

The material for practicing elements of intonation are individual sentences or literary texts, in which various intonation shades are clearly manifested. For example, one and the same statement (It started to rain) can be pronounced in different ways, with different feelings, which will change the timbre of the voice: 1) with joy ("I was exhausted by the heat for many days, and the

rain brought down the dust, the air became fresher”); 2) with annoyance, disappointment (“the walk is canceled due to rain”); 3) with fear (“if the rain continues, it may cause a flood”).

The most important word in a sentence is highlighted using the logical emphasis of the organizing center of the statement. For example, the sentence I gave my brother a book can be read differently if you change the logical emphasis in it:

1. I gave my brother a book.
2. I gave my brother a book.
3. I gave my brother a book.
4. I gave my brother a book.

A methodological system is a set of interconnected, mutually influencing components that form integrity and unity. A change in one component entails a change in others, and therefore in the entire system as a whole. The most important components of the system are goals (why, for what purpose should we teach?), content (what to teach?), principles, methods (how to teach?), teaching tools and organizational forms of training (with what to teach?).

The methodological system includes double and triune connections: between learning goals, content and methods; between goals, content and means of teaching; between content and teaching methods.

The methods of teaching the Russian language use the following research methods:

- methodological experiment: ascertaining (testing the knowledge, skills and abilities of students at a certain stage of training), teaching (formation of knowledge, skills and abilities in the learning process using experimental methods), control (a cross-section of knowledge on a certain topic - comparison of the results of traditional and experimental training) ;
- analysis of educational and scientific literature on linguistics, pedagogy, psychology, psycholinguistics, methodology;
- studying the experience of teachers using innovative methods;
- diagnostic and forecasting methods in teaching the Russian language.

Methods of teaching the Russian language - they eloquently speak about the close connection of science with pedagogy (and especially with didactics as its section), psychology and linguistics (linguistics).

Applied research is in the nature of “technological” recommendations. It is for this reason that the concept of methods of teaching the Russian language is often reduced only to the technology of teaching the subject, i.e. to practical recommendations on, for example, how to study this or that topic, this or that concept, how to build a series of lessons designed to ensure the implementation of the objectives of studying the section, what to follow when selecting exercises for the lesson, etc. The identification of methodology-science and methodology-technology is not correct in essence: science offers a person a system of knowledge that reveals patterns in the process of teaching the Russian language, and a way to comprehend them; technology creates a professional who skillfully masters his subject.

Among the research methods in the methodology of teaching the Russian language, one of the main ones is experimental.

A methodological experiment allows you to test the effectiveness of certain hypotheses regarding language learning.

The structure of the methodological research assumes the following stages:

- 1) search for a current problem that is discovered in the process of analyzing the results of students’ assimilation of educational material or during a linguistic experiment,

2) formulating a working hypothesis for the study, defining the tasks and content of the proposed new approach to teaching, which will solve the existing problem, conducting experimental training,

3) checking the results of the proposed training and stating the effectiveness of its use in the process of teaching the Russian language.

Thus, a methodological experiment acts in the totality of its varieties: search (orienting), teaching (forming) and ascertaining (control).

Effective research methods in the Russian language methodology are methods of observation, questioning, studying and summarizing the best practices of individual Russian language teachers and entire teams, studying methodological heritage, school documentation, etc.

Among the teaching methods there are:

a) teaching methods, which (in their different versions). They are common to all (or most) school subjects studied in school and are described in that branch of scientific pedagogy called didactics, and

b) teaching methods, which form the subject of private methods that study and describe in a certain system the process of teaching a separate academic subject, and in this case, the totality of methods of teaching the Russian language constitutes the subject of the Russian language methodology.

The whole variety of teaching methods can be presented in the form of a certain system, the main features of which are:

1) the completeness of its coverage of all aspects of the subject of study (in this case, grammar, spelling, punctuation, speech development);

2) the interconnectedness of all methods with each other as leading to one goal and providing students with the opportunity to understand and assimilate the material being studied;

3) the unity of general didactic principles that serve as the basis for all methods that are an integral part of this system.

The main goal of the course on methods of teaching the Russian language is to convey to students the uniqueness of this science, its dynamic and integrative nature, to find ways to transform theoretical knowledge in linguistics, pedagogy, psychology into practical skills, and to create the need for creative search.

Literature

1. Бабанский Ю.К. Избранные педагогические труды. - М., 1989.
2. Баранов М.Т. Межпредметные связи русского языка в учебном процессе. // «Русский язык в школе» -1979.
3. Воителева Т.М. Теория и методика обучения
4. Е. И. Литневская, В. А. Багрянцева.- Методика преподавания русского языка в средней школе. Москва .Академический проект. 2006.
5. Методика преподавания русского языка: Учебное пособие для студентов педагогических вузов. — М.: Academia, 2000.
6. Педагогическое речеведение: Словарь-справочник /Под ред. Т. А. Ладыженской, А. К. Михальской. — М.: Флинта, Наука, 2000.
7. Поташник М.М. Требования к современному уроку. - М., 2014.
8. Интернет- ресурсы: <https://multiurok.ru/files/kursovaia-rabota-metodika-prepodavaniia-russkogo-i.html>

9. Zokirova, S. (2023). HAJVIYA-BOLALAR RUHIYATIDAGI NUQSONLARNI FOSH QILISH VOSITASI SIFATIDA. *Евразийский журнал академических исследований*, 3(6), 73-79.
10. Zokirova, S., & Akbarova, M. (2023). SAVODGA O 'RGATISH JARAYONIDA SMART DARSLIKDAN FOYDALANISH. *Евразийский журнал академических исследований*, 3(6), 80-89.
11. Zokirova, S. (2023). From the History of the Formation of Neurolinguistics. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(6), 74–79.
12. Зокирова, С. М. (2022). ИЧКИ ОМОНИМИЯ БИЛАН БОҒЛИҚ БЎЛГАН КОНГРУЭНТЛИК: <https://doi.org/10.53885/edinres.2022.8.08.028> Зокирова Соҳиба Мухторалиевна, Фарғона давлат университети докторанти,(PhD). *Образование и инновационные исследования международный научно-методический журнал*, (8), 185-192.
13. Mukhtoralievna, Z. S. (2023). Some Considerations on Speech Development of Primary Class Students. *Texas Journal of Philology, Culture and History*, 17, 71-76.
14. Xoldarova, I., & Mamatisayeva, D. (2023). NODAVLAT TA'LIM MUASSASALARI FAOLIYATINI SAMARADORLIGINI OSHIRISHDA INNOVATSION USULLARDAN VA INTERFAOL METODLARDAN FOYDALANISH. *Евразийский журнал технологий и инноваций*, 1(6 Part 3), 89-95.
15. Xoldarova, I. V., & qizi Qurbonzoda, S. R. (2023). BO 'LAJAK BOSHLANG 'ICH SINF O 'QITUVCHILARINI INNOVATSION FAOLIYATGA TAYYORLASHNING TAKOMILLASHTIRILGAN METODIKASI. *Educational Research in Universal Sciences*, 2(3), 705-707.
16. XOLDAROVA, I., & ABDULLAYEVA, S. (2023). KICHIK MAKTAB YOSHIDAGI O 'QUVCHILARNING EKOLOGIK KOMPETENTLIGINI RIVOJLANTIRISH. *Journal of Pedagogical and Psychological Studies*, 1(5), 136-140.
17. Valijonovna, X. I. (2023). IJTIMOY MOSLASHUV BO 'LAJAK BOSHLANG 'ICH SINF O 'QITUVCHILARINI KASBIY IJTIMOYLASHTIRISH OMILI SIFATIDA. *IJTIMOY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI*, 3(5), 92-97.
18. Valijonovna, X. I. (2023). O 'QUVCHILAR SAVODXONLIGINI OSHIRISHDA ORFOGRAFIYANING O 'RNI. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 3(3), 58-63.
19. Dehqonova, Maxsuma, Mirzagaliyeva, Umidaxon Baxtiyor Qizi ABDULLA QAHHOR HIKOYALARIDA XOTIN-QIZLAR OBRAZI // ORIENSS. 2023. №3. URL: <https://cyberleninka.ru/article/n/abdulla-qahhor-hikoyalarida-xotin-qizlar-obrazi> (дата обращения: 22.09.2023).
20. Dehqonova, Maxsuma, Qosimov, Iqboljon OYBEK DOSTONLARIDA AYOLLAR OBRAZI // International scientific journal of Biruni. 2023. №1. URL: <https://cyberleninka.ru/article/n/oybek-dostonlarida-ayollar-obrazi> (дата обращения: 22.09.2023).
21. Dehqonova, M., & Abdurahimov, M. X. O. (2022). SAID AHMADNING OBRAZ YARATISH MAHORATI" UFQ" ROMANI ASOSIDA. *International scientific journal of Biruni*, 1(2), 206-212.
22. Dehqonova, M., & Mirzagaliyeva, U. B. Q. (2022). ABDULLA QAHHORNING HAJVIY XARAKTER YARATISH MAHORATI. *International scientific journal of Biruni*, 1(2), 234-240.

23. Urinova, N. (2023). IMPROVING THE PEDAGOGICAL SYSTEM OF PREPARATION OF FUTURE TEACHERS FOR TUTORIAL ACTIVITY. *Development of pedagogical technologies in modern sciences*, 2(6), 78-83.
24. O'Rinova, N. M. (2023). BO 'LAJAK O 'QITUVCHILARNI TYUTORLIK FAOLIYATIGA TAYYORLASH MEKANIZMLARI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(4-2), 301-307.
25. Orinova, N. M., & Murodova, D. K. (2022). BOSHLANG'ICH SINFLARDA INTERFAOL TA'LIMNING XUSUSIYATLARI. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(5), 330-338.
26. O'rinova, N. M., & Yo'Ldosheva, D. A. Q. (2021). Oliy o'quv yurti talabalarida kreativ kompetentlikni rivojlantirishda faol ta'lim texnologiyalaridan foydalanishning mazmuni va samarali yo'llari. *Science and education*, 2(12), 755-766.